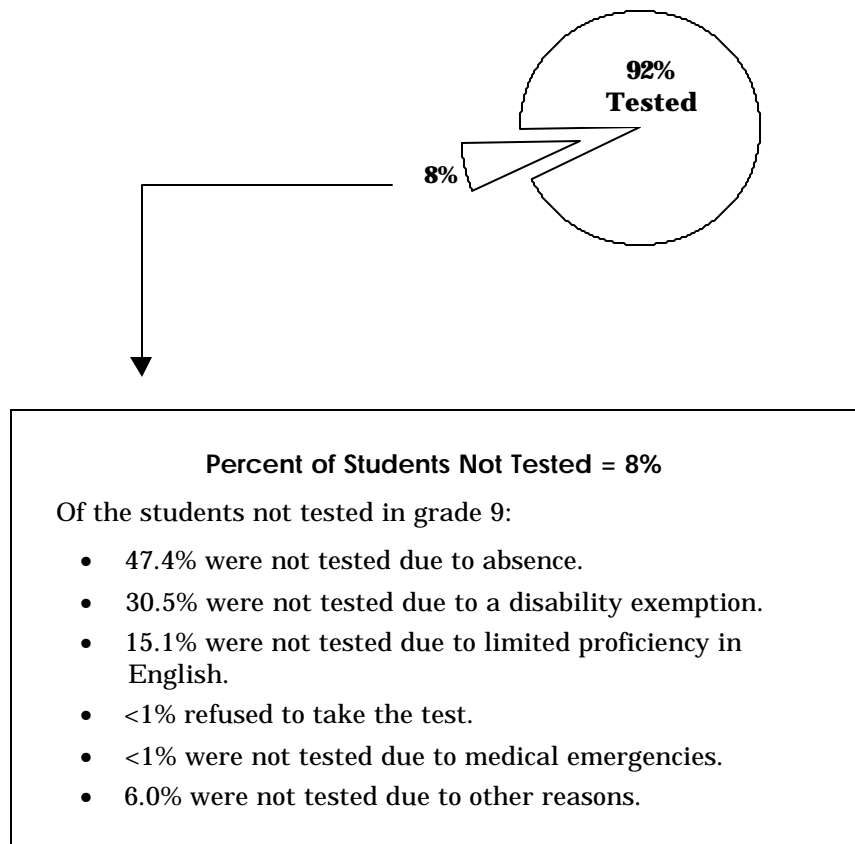


VIRGINIA'S 1999 PERFORMANCE ON *STANFORD 9* – GRADE 9

Students Not Tested

Stanford 9 Intermediate 2 Form TA, Abbreviated was administered to 87,857 grade 9 students in Virginia in Fall 1999: 92% of the grade 9 students enrolled at the time. As in grades 4 and 6, there were several reasons why ninth grade students may not have taken the test, but ninth graders were most likely to have missed the test due to absence. Other possible reasons are described in “Who Is Tested on *Stanford 9*?” on page 14 and included in Figure 9.1 below.

Figure 9.1 – *Stanford 9*, Fall 1999, Grade 9
Reasons Students Not Tested

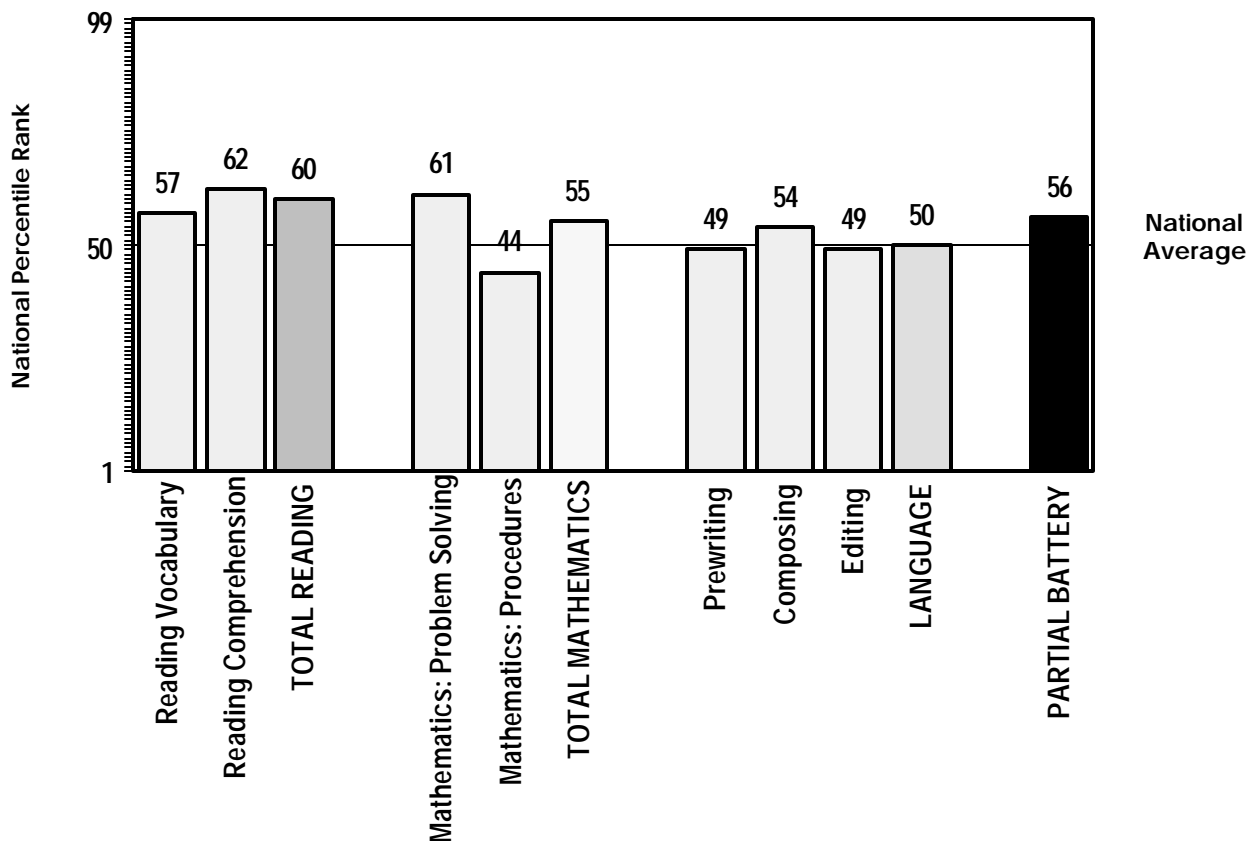


Grade 9 performance

Statewide Percentile Ranks

Figure 9.2 shows the statewide national percentile ranks for the Fall 1999 administration of *Stanford 9* to ninth graders in VSAP. Student performance on the subtests in the area of reading was well above the 50th percentile. In mathematics, only the Mathematics: Procedures subtest fell below the 50th percentile. In language, achievement in the Composing subtest was above the 50th percentile, while scores for the Prewriting subtest and Editing subtest were both below the 50th percentile—achievement in the total Language content area was at the 50th percentile. Despite the relatively poor showing in Language, the ninth grade Partial Battery score, which provides an indication of overall performance on the test, was at the 56th percentile. This means that the “average” Virginia ninth grader did as well as or better than 56% of the students in the norm group when the results of the reading, mathematics, and language subtests are combined.

Figure 9.2 – *Stanford 9*, Fall 1999, Grade 9
Statewide National Percentile Ranks



Grade 9 performance

Quartiles

When reviewing average national percentile ranks for a group of students (in this case, all of Virginia's ninth grade students), the interpreter is looking at percentile ranks that correspond to average scores of the entire group. However, it is often important to interpret how the group's performance is distributed across the entire range of potential performance—review of performance quartiles will facilitate such an interpretation.

Each of the four quartiles represents a range of scores for one quarter (25%) of the students in the national norm group. Quartiles range from Q1 through Q4, with Q4 representing the 25% of students whose scores were the highest; conversely, Q1 represents the 25% of students in the norm group with the lowest scores. The split between Q2 and Q3 is the absolute mid-point of the norm group: that is, 50% of the students in the norm group scored below this point and 50% of the students scored above it.

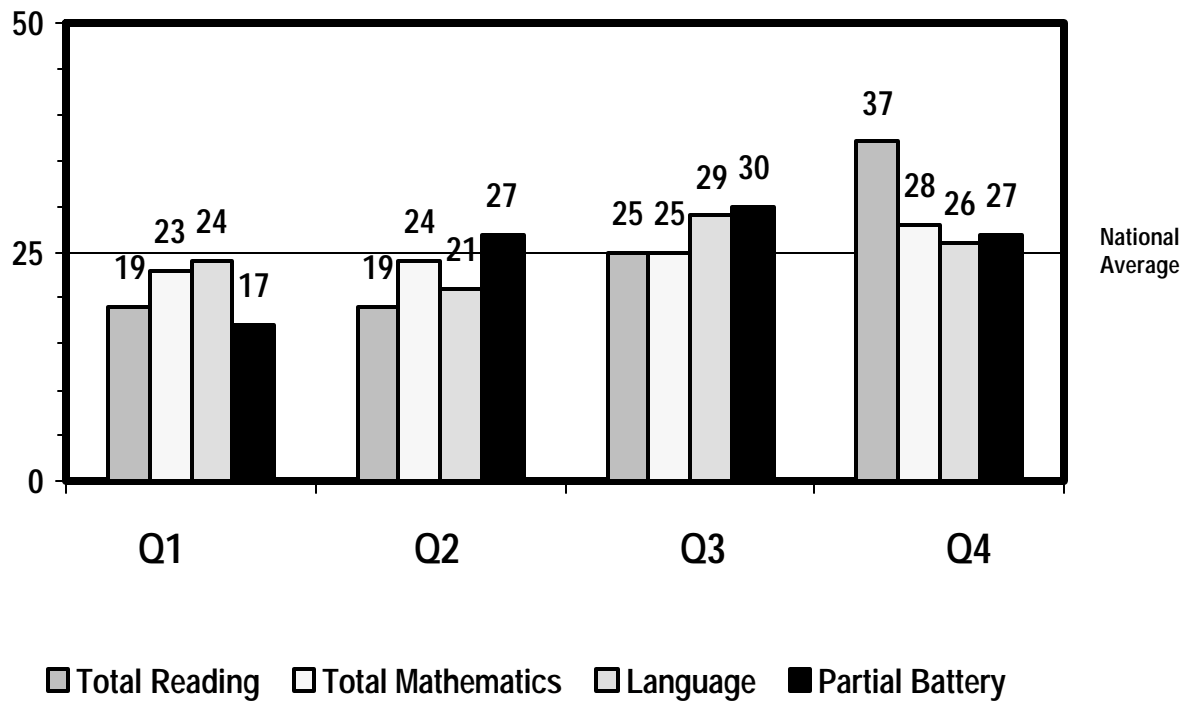
Figure 9.3 on page 38 displays the performance on *Stanford 9* in terms of the percentage of Virginia ninth grade students whose scores fall in each of four national quartiles.

In reviewing Virginia's percentages in the four quartiles, the following points can be observed:

- 1) Total Reading
 - in the lowest quartile, Q1, 19% as opposed to the national norm group's 25%; and
 - in the top quartile, Q4, 37% as opposed to the norm group's 25%.
- 2) Total Mathematics
 - in the lowest quartile, 23% compared to the norm group's 25%; and
 - in the top quartile, 28% as opposed to 25% of the norm group.
- 3) Language
 - in the lowest quartile, 24% as opposed to the norm group's 25%; and
 - in the top quartile, 26% compared to 25% of the norm group.
- 4) Partial Battery (or overall performance on *Stanford 9*)
 - in the lowest quartile, 17% as opposed to the national norm group's 25%; and
 - in the top quartile, 27% as opposed to 25% of the norm group.

Grade 9 performance

Figure 9.3 – *Stanford 9*, Fall 1999, Grade 9
Percentage of Virginia Students in Each National Quartile



Grade 9 performance

Subgroup Performance

In interpreting test scores, it is important to look at the performance of selected subgroups. In the Fall 1999 VSAP administration of *Stanford 9*, ethnicity and gender identification information was provided on more than 99% of the ninth grade answer documents.

- Gender

Table 9.4 provides the following for each gender group and for students whose gender was not identified: the total number tested, percentage of the total represented by the group, and the group's national percentile rank and mean scaled score.

Ninth grade females obtained higher average scores than ninth grade males in all areas except Mathematics: Problem Solving and Total Mathematics.

Table 9.4 – *Stanford 9*, Fall 1999, Grade 9
Statewide National Percentile Ranks (PR) and Mean Scaled Scores (SS) by Gender

Gender	Female		Male		Not identified	
Number Tested *	41,439		42,995		43	
Percentage of the Total**	47.2		48.9		<1	
	PR	SS	PR	SS	PR	SS
Reading Vocabulary	58	711.1	57	709.2	34	681.8
Reading Comprehension	67	708.0	57	696.9	44	681.6
TOTAL READING	64	707.6	56	700.4	37	681.0
Mathematics: Problem Solving	61	688.7	62	690.4	34	660.6
Mathematics: Procedures	45	694.7	44	694.6	24	662.4
TOTAL MATHEMATICS	55	690.9	55	692.0	29	662.7
Prewriting	53	662.1	45	652.3	25	631.0
Composing	59	665.2	50	653.9	28	629.3
Editing	54	662.5	44	652.3	35	644.6
LANGUAGE	56	663.0	45	652.0	24	635.3
PARTIAL (Basic) BATTERY	58	N/A	54	N/A	32	N/A

NOTES:

* Overall, 87,857 students were tested in grade 9 in Fall 1999—this total includes students who tested with non-standard accommodations. Because test results of students testing with non-standard accommodations have been excluded from all summary data (including these subgroup summaries), the numbers shown for the various subgroups will not necessarily add up to the total number tested.

** Percentages shown are based upon the total of 87,857 tested.

N/A Scaled scores are not available for the *Stanford 9* Partial Battery.

Grade 9 performance

- Ethnicity

Table 9.5 provides the following for each ethnic group and for students whose ethnicity was not identified in grade 9: the total number tested, percentage of the total represented by the group, and the group's national percentile rank and mean scaled score.

Percentile ranks in Reading Vocabulary, Reading Comprehension, Total Reading, and Mathematics: Problem Solving were at or above the national average for American Indian/Alaskan Native students. Percentile ranks were at or above the national average in all 11 areas for Asian/Pacific Islanders and White students. The percentile rank for Black students was below the national average (50th percentile) on every subtest. Virginia's Hispanic students scored at the national average in Reading Comprehension and Mathematics: Problem Solving but below the national average in all others.

Table 9.5 – Stanford 9, Fall 1999, Grade 9
Statewide National Percentile Ranks (PR) and Mean Scaled Scores (SS) by Ethnicity

Ethnicity		American Indian/Alaskan Native		Asian / Pacific Islander		Black		Hispanic		White		Ethnicity not identified	
Number Tested *		452		3,358		20,812		3,046		53,698		3,112	
Percentage of the Total **		<1		3.8		23.7		3.5		61.1		3.5	
		PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS
Reading Vocabulary		50	700.9	61	715.1	40	690.8	49	700.5	64	718.1	54	706.1
Reading Comprehension		53	693.2	66	707.6	41	680.3	50	690.6	70	711.5	58	697.7
TOTAL READING		51	695.1	65	709.1	39	683.6	49	693.5	68	712.3	56	699.7
Mathematics: Problem Solving		53	680.8	77	707.3	38	666.5	50	678.5	70	698.5	56	683.2
Mathematics: Procedures		35	683.0	69	724.9	27	672.4	37	685.7	51	702.3	40	688.5
TOTAL MATHEMATICS		45	681.9	75	713.9	33	669.5	45	681.6	63	699.5	49	685.3
Prewriting		41	646.6	55	664.6	37	642.4	42	648.4	54	663.0	47	654.4
Composing		44	647.3	61	668.8	37	638.5	45	648.4	61	667.8	51	655.3
Editing		40	647.8	58	666.6	33	640.1	38	645.2	56	664.3	47	654.6
LANGUAGE		40	646.2	60	667.0	33	638.9	39	645.8	58	665.0	47	654.0
PARTIAL (Basic) BATTERY		47	N/A	67	N/A	37	N/A	47	N/A	64	N/A	53	N/A

NOTES:

* Overall, 87,857 students were tested in grade 9 in Fall 1999—this total includes students who tested with non-standard accommodations. Because test results of students testing with non-standard accommodations have been excluded from all summary data (including these subgroup summaries), the numbers shown for the various subgroups will not necessarily add up to the total number tested.

** Percentages shown are based upon the total of 87,857 tested.

N/A Scaled scores are not available for the *Stanford 9* Partial Battery.

Grade 9 performance

• **Students with Limited English Proficiency**

Table 9.6 provides the following data for ninth grade students identified as having limited proficiency in English: the total number tested, the group's national percentile rank, and the group's mean scaled score.

**Table 9.6 – *Stanford 9*, Fall 1999, Grade 9
Statewide National Percentile Ranks (PR) and Mean Scaled Scores (SS) for
Students with Limited English Proficiency (LEP)**

Number Tested *	160	
Percentage of the Total **	<1	
	PR	SS
Reading Vocabulary	29	677.2
Reading Comprehension	26	663.0
TOTAL READING	25	668.1
Mathematics: Problem Solving	39	668.7
Mathematics: Procedures	36	685.1
TOTAL MATHEMATICS	38	675.9
Prewriting	22	620.3
Composing	30	628.2
Editing	22	625.8
LANGUAGE	20	622.6
PARTIAL (Basic) BATTERY	32	N/A

NOTES:

* Because test results of students testing with non-standard accommodations have been excluded from all summary data (including this subgroup summary), the number tested shown above does not necessarily include *all* LEP students.

** The percentage indicated is based upon the total of 87,857 LEP and non-LEP students who took the test.

N/A Scaled scores are not available for the *Stanford 9* Partial Battery.

Grade 9 performance

- Students with Disabilities

Table 9.7 provides the following data for ninth grade students identified in each of the various disability categories: the total number tested, the group's national percentile rank, and the group's mean scaled score.

Table 9.7 – Stanford 9, Fall 1999, Grade 9
Statewide National Percentile Ranks (PR) and Mean Scaled Scores (SS) by Disability

ALL = Data for ALL disabled students, regardless of disability
 MR = Mental Retardation (both TMR and EMR)
 SPD = Severe and Profound Disabilities
 MD = Multiple Disabilities
 OI = Orthopedic Impairment
 VI = Visual Impairment

Description	ALL		MR		SPD		MD		OI		VI	
Number Tested	6,023		92		2		25		16		27	
	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS
Reading Vocabulary	29	677.1	6	631.9	*	*	25	672.0	43	693.8	39	689.2
Reading Comprehension	28	665.9	7	628.4	*	*	22	658.4	50	689.4	39	678.4
TOTAL READING	26	670.0	5	631.4	*	*	22	664.5	40	684.8	40	684.5
Mathematics: Prob. Solving	32	660.3	9	629.6	*	*	15	639.7	31	663.1	34	663.5
Mathematics: Procedures	21	665.1	12	647.2	*	*	10	645.0	26	672.2	26	671.4
TOTAL MATHEMATICS	26	663.2	9	638.1	*	*	13	644.5	29	666.1	30	667.0
Prewriting	24	624.5	9	590.7	*	*	19	614.1	34	637.8	41	647.5
Composing	23	618.4	7	582.2	*	*	17	607.7	47	650.0	34	634.2
Editing	21	623.6	9	601.9	*	*	15	613.7	39	647.3	26	632.0
LANGUAGE	18	621.7	5	591.6	*	*	12	612.3	38	646.3	27	633.4
PARTIAL (Basic) BATTERY	27	N/A	8	N/A	*	N/A	20	N/A	32	N/A	35	N/A

HI = Hearing Impairment
 LD = Learning Disability
 SED = Serious Emotional Disturbance
 SLI = Speech or Language Impairment
 OHI = Other Health Impairment
 PD = Physical Disability

Description	HI		LD		SED		SLI		OHI		PD	
Number Tested	79		4,194		708		206		428		5	
	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS
Reading Vocabulary	17	659.5	26	673.6	36	685.3	45	696.3	35	684.5	*	*
Reading Comprehension	20	654.0	26	663.3	31	669.3	48	688.0	31	669.3	*	*
TOTAL READING	17	656.2	24	667.1	31	675.2	46	689.8	31	674.8	*	*
Mathematics: Prob. Solving	27	655.8	31	659.2	27	655.1	61	690.1	31	659.9	*	*
Mathematics: Procedures	20	662.2	21	664.0	19	660.9	43	693.8	18	660.3	*	*
TOTAL MATHEMATICS	23	658.8	25	662.1	23	659.1	54	691.5	25	661.3	*	*
Prewriting	20	617.4	23	622.9	22	620.9	44	651.0	24	624.6	*	*
Composing	24	618.7	22	615.3	24	619.2	46	649.2	23	617.0	*	*
Editing	23	627.0	19	622.1	22	626.8	41	648.5	21	625.7	*	*
LANGUAGE	18	621.7	17	619.1	18	621.3	41	648.3	18	621.4	*	*
PARTIAL (Basic) BATTERY	21	N/A	25	N/A	28	N/A	49	N/A	28	N/A	*	N/A

(Table 9.7 is continued on the following page.)

NOTES:

- * To maintain confidentiality of individual students' results, a given subgroup's summary data are not presented for any subtest or subject area total that is taken by 10 or fewer students in the subgroup.

N/A Scaled scores are not available for the *Stanford 9* Partial Battery.

Grade 9 performance

(Table 9.7, continued)

DB = Deafness and Blindness

A = Autism

TBI = Traumatic Brain Injury

504 = otherwise qualified handicap under Section 504 of the rehabilitation Act of 1973

DD = Developmentally Delayed

Description Number Tested	DB		A		TBI		504		DD	
	1		10		14		220		0	
	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS
Reading Vocabulary	*	*	*	*	35	684.5	52	704.2	-	-
Reading Comprehension	*	*	*	*	32	669.3	52	692.5	-	-
TOTAL READING	*	*	*	*	30	674.2	51	695.3	-	-
Mathematics: Prob. Solving	*	*	*	*	38	666.8	46	675.0	-	-
Mathematics: Procedures	*	*	*	*	18	659.9	33	681.8	-	-
TOTAL MATHEMATICS	*	*	*	*	27	663.9	41	677.9	-	-
Prewriting	*	*	*	*	16	612.5	42	648.9	-	-
Composing	*	*	*	*	31	629.1	47	650.6	-	-
Editing	*	*	*	*	25	629.3	45	652.1	-	-
LANGUAGE	*	*	*	*	21	625.0	43	649.7	-	-
PARTIAL (Basic) BATTERY	*	N/A	*	N/A	28	N/A	45	N/A	-	N/A

NOTES:

- * To maintain confidentiality of individual students' results, a given subgroup's summary data are not presented for any subtest or subject area total that is taken by 10 or fewer students in the subgroup.

N/A Scaled scores are not available for the *Stanford 9* Partial Battery.